

## Inspection report for early years provision

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<b>Unique reference number</b>	320243
<b>Inspection date</b>	23/05/2011
<b>Inspector</b>	June Rice
<b>Type of setting</b>	Childminder

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the childminding**

The childminder was registered in 1989. She lives with her partner and one adult child in East Ardsley, near Wakefield. The whole ground floor of the childminder's house is used for childminding and there is a fully enclosed garden for outside play. The childminder walks to local schools to take and collect children. The childminder attends the local parent/toddler group. The family has a cat. The childminder supports children with special educational needs and/or disabilities and those for whom English is an additional language. She is qualified to level 3 in Childcare and is an accredited childminder.

The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for six children under the age of eight years, no more than three of whom may be in the early years age range.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The childminder is extremely confident in her abilities and the standard of care she provides. She is highly motivated and demonstrates an outstanding attitude towards continued improvement. Self-assessment is rigorous and results in a provision that responds to all user needs. The childminder works exceedingly well with parents and others giving utmost priority to children's welfare and learning and enjoyment. This ensures children continue to make outstanding progress in an environment in which they feel safe and secure.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- developing further the record of evacuation drills to include any problems encountered and how they were resolved.

## **The effectiveness of leadership and management of the early years provision**

The childminder works in partnership with parents and others to safeguard children. She demonstrates an excellent knowledge and understanding of child protection and the procedures to follow. This includes her duty to refer people who she believes are unsuitable to work with children to the independent safeguarding authority. She ensures appropriate suitability checks are in place and keeps a record of visitors. The childminder provides parents with clear policies and procedures which include safeguarding and lost or uncollected children. These are reviewed regularly and signed by parents as read and understood. The childminder

continues to attend numerous courses that cover all six areas of learning, working and communicating with disabled children, common assessment and partnership working. She has also obtained a National Vocational Qualification level 3 in Childcare. The wide variety of these training courses enables the childminder to enhance all aspects of her provision which significantly enhances the quality of care and education provided to children.

The childminder effectively uses self-evaluation and continuous self-reflection to monitor the effectiveness of her provision. This gives her an excellent understanding of how well her setting works and ensures that she actively contributes to the individual needs of every child. She has developed robust systems to ensure she liaises very effectively with parents, other professionals and providers of early years to ensure children continue to make the best progress they can. For example, parents are provided with daily diaries to encourage a two way flow of information, daily verbal feedback, relevant information about the setting and the Early Years Foundation Stage. Assessment of children's progress is rigorous and very clearly linked to the Early Years Foundation Stage. Parents have access to these records which are also shared with other early years providers and schools with their permission. Systems in place actively support children through their transition stage to schools and nurseries. These include visits to the settings and a sharing of information, such as photographs of staff and their new learning environment. This has a positive effect on children's learning and well-being.

Children learn a positive attitude towards others through an environment that reflects the wider world and children's own communities. For example, a wide range of books, photographs, role play equipment and activities that prompt children to ask questions and learn about differences. The childminder states that she will challenge the actions and opinions that stereotype individuals and she ensures all children are able to safely and independently select resources that have no gender bias. The childminder has an excellent understanding of working with children who have special educational needs and/or disabilities and has robust systems in place to ensure these children continue to achieve as well as they can.

## **The quality and standards of the early years provision and outcomes for children**

The childminder ensures that children are kept safe through the effective implementation of policies, procedures and risk assessments. Children are learning about keeping safe through their daily routine, activities and discussion. They learn about safety around roads and water, how to say no and how to evacuate quickly in an emergency. However, the fire log record does not identify if any problems have been encountered and subsequent actions taken to resolve them. Good health and well-being is well promoted. For example, clear procedures are implemented to prevent cross-infection and secure systems are in place to record medication, accidents and existing injuries. Children adopt healthy habits. They drink when they are thirsty and wash their hands before meals and after the toilet. Children learn about keeping their teeth and gums healthy and the childminder promotes healthy eating through activities and the provision of freshly cooked meals and healthy snacks.

Outdoor activity is significantly enhanced through the provision of regular outings to parks, museums and nature reserves where they enjoy various activities. For example, they decorate buns as wedding cakes, and made bunting, flags and crowns to celebrate the recent Royal Wedding. Indoor activities are successfully extended into the outside play area. Although, at present the outside area does little to visually stimulate young children the childminder has clear plans to develop this area. Children benefit from an environment that promotes equality for all through the use of books, role play equipment and activities. They talk about different religions and festivals and enjoy themes about different countries. For example, as they learn about India they listen to a story about a god named Ganesh, practise the art of hand painting and talk about Divali. They shop for Chinese food, visit a Bombay store and celebrate Chinese New Year.

Children are encouraged to develop habits and behaviour appropriate to good learners. They are well behaved and follow house rules that they have helped to compile. They enjoy group activities where they learn to share, take turns and help each other. Children are encouraged to care for their environment and participate in activities, such as planting and growing. They visit a nature reserve recycling section, learn what they can recycle and use recycled items. For example, they decorate glass jars to fill with bath crystals and enjoy junk modelling. The childminder has an excellent understanding of how children learn and is very knowledgeable about the abilities of the children she cares for. This enables her to provide appropriate challenges that give children confidence in their abilities and helps them to succeed.

Children participate in a wide range of activities that help to develop their language and communication skills, knowledge and understanding of the world and problem solving, reasoning and numeracy skills. Their imagination is promoted through the many opportunities to be creative and the encouragement to follow their own interests. Children are confident, independent learners and their progress is well documented. Babies and toddlers physical development is promoted through activities that encourage them to use their bodies. They are encouraged to support themselves in a sitting position and this challenge is extended as they are then supported to a standing position. They are happy and smiling as they make jumping movements with their legs. They happily explore a basket of everyday materials that include shiny paper, sponges, mirrors and soft toys. There is lovely interaction between the childminder and children when they play with a musical birthday cake and lots of smiles as they blow out the candles and make movements to the sound of the song. Photographs and samples of children's work show children learn about the life cycle of frogs and hunt for insects. They make dragon puppets and kites using a variety of tools. Children participate in a mini Olympics obstacle course, crawl through tunnels and sledge in the snow.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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